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THE CHRONICLE of Higher Education.

ISSN 0009-5982

May 11, 1988 • $1.95
Volume XXXIV, Number 35

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Robert A. Nisbet will join a long line of distinguished scholars when he delivers the 17th annual Jefferson Lecture in Washington: Page A4.

Chicano and Latino faculty members, administrators, and students at the U. of California met to discuss the struggle for recognition and support from the university: Page A9.

Long-time critics of higher education's leading pension companies were delighted to learn that a major complaint appears about to be resolved: Page A9.

In a blow to efforts to keep the Adams case alive, a judge rejected a request that he temporarily keep in effect a court order while his dismissal of the case is appealed: Page A19.

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China Weighs Shifts in Overseas Studies; Brain Drain Feared

Officials deny policy is changing, but new limits are put on students

By SUZANNE PEPPER

HONG KONG

China appears to be facing a dilemma over sending students abroad for university education.

On one hand, concerned about a brain drain, Chinese officials have decided to place new limits on students' going to other countries, particularly the United States. Without describing the situation specifically in those terms, the officials have acknowledged that, after this year, they plan to send more students to Europe and fewer to other countries. The officials also say they intend to enforce new rules on how long Chinese students may stay abroad to obtain graduate degrees.

On the other hand, amid widespread reports of such plans, the officials have been struggling in recent weeks to reassure American educators and other foreigners that China's basic policy on overseas study is not being changed.

Many Have Not Returned From Abroad

To judge from recent Chinese reports and other information obtained from Chinese and American sources, there are elements of truth in both perspectives.

It is clear, for example, that China desperately needs the expertise that its students can obtain through education abroad.

At the same time, however, the country's leaders have grown increasingly concerned that many of the more than 20,000 government-sponsored and nearly 10,000 other Chinese students who are now over-

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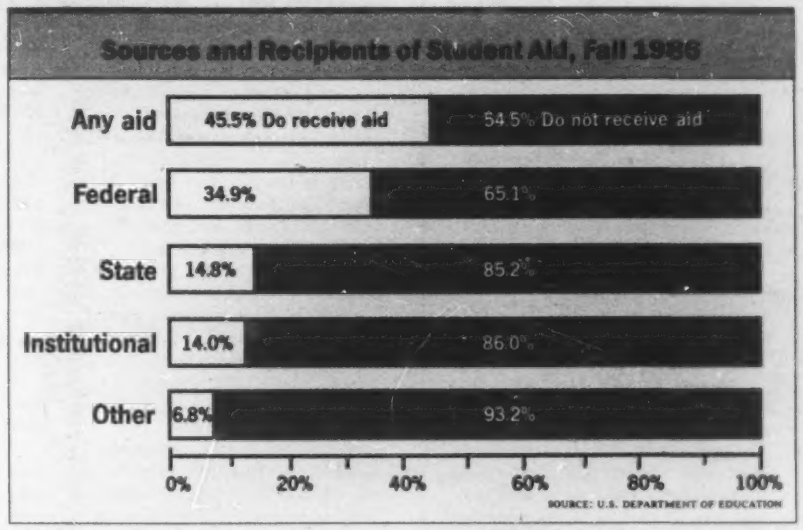

An eagerly awaited U.S. study offers data on student aid to undergraduates at colleges, universities, and proprietary schools in fall 1986: Page A26.

Legislators and State-College Officials Wary of Big Increase in Out-of-State Students

By SCOTT JASCHIK

More and more out-of-state students are enrolling in public universities, and more and more state legislators are expressing concern. But only a handful of states have specifically limited the admission of nonresidents.

A new survey by the Virginia Council of Higher Education found that only five states—Arizona, Hawaii, New Hampshire, North Carolina, and Wisconsin—had imposed a ceiling on the number of out-of-state students who can attend their public institutions. But college officials say that almost all states have informal limits on the proportion of out-of-state students that legislators will tolerate at public colleges.

"It's a not-so-covert threat that if colleges don't do something about enrollments, legislators will put some kind of quota on," says Peter A. Blake, the research associate who conducted the study.

Mr. Blake and college officials say that interest in the issue has increased dramatically in the past five years. As tuition rates at private colleges rise and federal student-aid programs do not expand at a similar pace, they say, tens of thousands of the best high-school graduates, who have traditionally applied mainly to private colleges, are now also seeking admission to public colleges, both in and out of their own states.

Such institutions as the Universities of Michigan, North Carolina at Chapel Hill, and Virginia have been flooded with appli-

Continued on Page A20

Scholars Grapple With Literary Critic's Early Writings for Pro-Nazi Periodical

YALE UNIVERSITY

Paul de Man: His defenders are trying to make sense of his writing for a pro-Nazi newspaper.

By SCOTT HELLER

Still reeling from the shock, scholars have begun to try to make sense of the disclosure that Paul de Man, a renowned literary critic and former Yale University professor, wrote for a pro-Nazi Belgian periodical in his youth.

The revelations, which came late last year, have re-ignited scholarly debate over whether the literary theory known as "deconstruction" is apolitical and ultimately nihilistic. Mr. de Man, who died in 1983, was a leading proponent of deconstruction, which emphasizes that language is figurative and slippery and often doesn't mean what it seems to mean.

Last week, Jacques Derrida, the French literary critic most closely associated with deconstruction, weighed in with his view on the controversy.

In a 62-page article published in the journal *Critical Inquiry*, Mr. Derrida argues that, while clearly "painful," Mr. de Man's early writings have been unfairly used by academics and journalists to smear deconstruction.

"To judge, to condemn the work or the man on the basis of what was a brief episode . . . is to reproduce the exterminating gesture which one accuses de Man of not having armed himself against sooner," Mr. Derrida writes.

'Deconstruction Under Siege'

Critics were given new ammunition late last year when a Belgian graduate student discovered that Mr. de Man had written more than 170 articles in the 1940's for a pro-Nazi Belgian newspaper and other periodicals.

While American newspapers and magazines have described "deconstruction under siege," scholars with a deep personal and professional stake in the controversy were rarely willing to comment on the writings, which remained untranslated.

By the end of this year, however, all of

Continued on Page A6

MARGINALIA

In an Oakland *Tribune* photograph of a game between the University of California–Berkeley and Creighton University, the Berkeley basketball player Roy Fisher is wearing a shirt labeled CALIFORINA.

■

Making 'em toe the line (from the Burlington County College *Faculty / Staff News*):

"Adjunct Faculty paychecks will be distributed by the Accounting Department to the Division secretaries. The Division secretaries should then immediately return them to the Accounting Department to be held and later released to the Division secretaries upon the receipt of final grades from the Adjunct Faculty members."

■

The invitation to the retirement dinner for Oberlin College's Dayton E. Livingston contains the following menu:

"Pate Selection; Mixed Green Salad; Stuffed Breast of Chicken with Wild Rice and Wood Mushroom Sauce; Stuffed Zucchini Blossoms; Baby Carrots, Zucchini and Beets; Puffed Pastry with Raspberry Mouse and Chantilly Cream."

■

A job announcement at Western Washington University asks that applications be sent to the "Interim Director of the Interim Office of Student Life."

■

Letter to a prospective student from North County Community College:

"We are pleased you plan to be a part of our 1988 Fall Semester class. . . .

"All students attending college for the first time must participate in the course placement examination session. . . . There is only one test session which begins at 5:30 p.m., so please be on time. . . .

ADVISEMENT PROGRAM WILL BE CONDUCTED ON:
WEDNESDAY: MAY 25, 1988

"Please R.S.V.P. by calling . . . and indicate the date of your choice."

How about Wednesday, May 25?

■

A course announcement at California State University at Dominguez Hills defines the MERIT program as "Mathematics Enrichment and Restraining for Inservice Teachers."

■

A letter from the admissions people at Ripon College begins:

"Dear Student Search Participant: Do you want to attend a college where professors know your name? . . ."

"It would be nice if the admissions office knew it first," was the reaction of one young recipient. —C.G.

In Brief

15 at Rutgers Charged in Death of Student

Fifteen members of a fraternity at Rutgers University have been charged with encouraging a student to drink himself to death.

Alan A. Rockoff, the Middlesex County, N.J., prosecutor, said the 15 members of the Lambda Chi Alpha fraternity at the university's New Brunswick campus had been charged with aggravated hazing in the February death of James Callahan. Mr. Callahan, who was 18 years old, died after he and other pledges at a fraternity-initiation party had been encouraged to consume excessive amounts of alcohol over a short time (*The Chronicle*, February 24). The legal drinking age in New Jersey is 21. The university banned the fraternity after the incident.

Aggravated hazing is punishable by up to 18 months in prison and a $7,500 fine, but Mr. Rockoff said first offenders did not face "a presumption of incarceration." The 15 students are to be sentenced May 20.

A university investigation of the incident is continuing.

Protest at Wesleyan Ends in Arrest of 110 Demonstrators

MIDDLETOWN, CONN.

A pro-divestment sit-in at Wesleyan University ended last week after the arrest of 110 demonstrators who were blocking access to an administration building (*right*). The protesters had demanded that the university sell the stock it holds in 12 companies that do business in South Africa.

The demonstrators were charged with creating a public nuisance, fined $68 each, and ordered to stay away from the building they had tried to blockade.

After the arrests, another group of about 100 protesters entered the same building, South College, and marched out in single file. They then held a rally and led a protest march around the campus. More than 500 students and local community activists took part in the rally and march.

A student judiciary board last week began hearings on taking further action against the students who participated in the blockade.

Wesleyan has reduced its investments in companies that do business in South Africa from about $22-million 10 years ago to $10.6-million today. That amount represents about 4 per cent of the university's endowment.

AP/WIDE WORLD

Temple U. Gives $10,000 to Each of 5 Top Teachers

Temple University has awarded five faculty members $10,000 each in its first "Great Teacher Awards."

The prizes are among the largest cash awards for top teaching in the country. The winners were selected by a panel of distinguished Temple professors. Each department was eligible to nominate one candidate, who was considered an outstanding instructor and accessible to students outside the classroom.

The winners were Roger W. Anliker, a professor of painting and drawing; Diane N. Bryen, professor of special education; Richard S. Kennedy, professor of English; Arvind Phatak, professor of management and international business administration; and Carson D. Schneck, an anatomy professor in the medical school.

"Students respond differently to different teachers," said Mr. Kennedy of the award. "What may be a Socrates to one student, may be a ditherer to others. For myself, I've tried to be diligent in preparing for classes. I'm not one of these people who can just get up and talk."

Imposter Arrested in Rare-Book Thefts

A man posing as a University of Minnesota professor is a suspect in the theft of rare books from three West Coast universities after being arrested at the University of California at Riverside.

Police believe the man may be responsible for the theft of library books valued at $225,000 from Washington State University, others valued at $217,000 from the University of Oregon, and some worth an undetermined amount from the Claremont Colleges. A man believed to be the same suspect also was discovered in an unauthorized area of a library at the University of California at Los Angeles.

The man identified himself as

NOTES ON THE ARTS

New Shange Play; Roman-Portrait Show; Musical-Instrument Makers

Florida State University and the New York Shakespeare Festival are working together on a new musical, *Betsy Brown*, that will open in Tallahassee June 21.

The musical is an adaptation of a book about a black girl growing up in St. Louis in the 1950's. The book is by Ntozake Shange, who is best known for her play *for colored girls who have considered suicide/when the rainbow is enuf*, which also was produced by the New York Shakespeare Festival. The festival is headed by the producer Joseph Papp.

Ms. Shange has collaborated on the adaptation with Emily Mann, who will direct the show. Its music is by Baikida Carroll, who worked with Ms. Shange and Ms. Mann on lyrics.

The 17-member cast will include principals from New York and actors from the university, whose theater school will build the sets and make costumes for the show. The school of music will provide musicians.

■

Emory University's Museum of Art and Archaeology is mounting a show of 22 Roman portrait sculptures from the collection of Museo Nazionale Romano, one of the world's largest archaeological museums.

MUSEO NAZIONALE ROMANO

A portrait bust of a woman from the first century A.D. is among 22 sculptures in the Emory University show.

The portrait sculptures, which have never before traveled outside of Italy, were made between the late part of the first century B.C. and the end of the third century A.D.

Among them is a bust of the Empress Faustina Minor, the wife of Marcus Aurelius, that was found in the House of Vestal Virgins in Rome's Forum.

Also in the exhibition will be a portrait of Antinous, Hadrian's lover, that was found in a sanctuary at Ostia. Portraits of people from every rank of Roman society are included in the show, according to a spokesman for the museum.

The show is to open July 14. It is the first in an international loan program under which Emory sponsors a research or restoration project at a foreign museum in return for the loan of exhibition pieces that can be used in the university's curriculum.

■

Instrument makers and repairers who move to Oberlin, Ohio, will now be eligible for appointment as Oberlin College Conservatory of Music affiliate craftsman or craftswoman. The appointments will be available to people who are "actively engaged in research, development, and manufacture of musical instruments and accessories."

The affiliate program is an effort by the town and the college to make Oberlin "a modern American center for distinguished instrument making," says S. Frederick Starr, the college's president, who is himself a jazz musician.

David S. Boe, dean of the conservatory, says he hopes the titles "will testify to these individuals' ability and seriousness of purpose, and assist them with gaining access to libraries and museums and obtaining grants." In addition, students and faculty members at the conservatory, who Mr. Boe says "expect to own and perform on the finest instruments possible," will benefit from the proximity of manufacturers and repairers.

The affiliate appointments, which will carry no stipend, will run for renewable three-year terms. Applications will be submitted to the conservatory's faculty council, and then forwarded to the president.

—LAWRENCE BIEMILLER

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the last two weeks in August and the last two weeks in December, at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: $50 per year ($51 if bill is to be sent). Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1988 by The Chronicle of Higher Education, Inc. Printed in the United States of America. POSTMASTER: Send address changes to The Chronicle of Higher Education, P.O. Box 1955, Marion, Ohio 43305. Member, Audit Bureau of Circulations. The Chronicle reserves the right not to accept an advertiser's order. Only publication of an advertisement shall constitute final acceptance of the advertiser's order.

Note Book

When three students at Iowa State University produced "Black by Popular Demand" last year, they had no idea that the video documentary would be more than a campus project. Now they have been invited to conferences and have set up a company to handle orders for the 30-minute tape.

The video, which was shown recently at a conference on race relations at the University of Oklahoma, features interviews with students and administrators who offer sometimes-contradictory views about the experiences of black students at the university.

"We call it the uncensored voice of the black students at Iowa State," says Tom Furgerson, the producer of the videotape.

At the beginning of the video, a student talks about stereotypes of black students. "A lot of times they assume that just because you're black, you can't read, you can't write, you can't speak. A lot of teachers will fault you for that even before you've had a chance."

Another student talks about his feeling of isolation. "There are 24,000 white students on this campus and only 600 blacks. You're lucky if you see two or three black people walking across campus."

■

Administrators also talk about policies that affect minority students. Thomas Thielen, vice-president for student affairs at Iowa State, says the university takes "fewer risks in admitting minority students."

"We don't think that it is a fair thing to do, with the high expenses, to encourage someone to come here who might not be quite ready," he says.

Some black students in the video say that other blacks are apathetic and are not taking advantage of educational opportunities. "We wanted to make students aware of black students' views on academic, social, and financial issues," said the film's photographer John Furgerson, Tom's brother. "We wanted people to be angry and frustrated enough to act on these issues."

Mr. Furgerson—now a graduate student at the university—got the idea for the video after attending a meeting at which black students expressed their frustrations.

A little more than two months before graduating from college, Mr. Furgerson, a television and film major, recruited students to film, edit, and market the project on a budget of $2,000.

"Nobody had seen anything like this," Mr. Furgerson says of his project. "Nobody really got angry because these were things that people were already thinking. I just took it and put in on the screen."

Says David Kooker, assistant production coordinator: "People realize this isn't just happening at Iowa State. It is happening everywhere."

The videotape is available for $189 from Red Shoes Productions, 225 North Sheldon, Ames, Iowa 50010; (515) 292-1883.

Students

46 Pct. of All Undergraduates Received Some Form of Financial Aid in Fall 1986, U.S. Study Shows

Education Department releases comprehensive analysis of 59,886 students at 1,074 institutions

By ROBIN WILSON
WASHINGTON

About 46 per cent of the undergraduates enrolled at postsecondary institutions in the fall of 1986 received some form of financial assistance from federal, state, or other sources, according to a study released last week by the U.S. Education Department.

The study—the most comprehensive analysis of student aid ever conducted—found that more students had received grants than loans and that financial aid from all sources had paid for about 40 per cent of aid recipients' college bills.

The analysis—called the National Postsecondary Student Aid Study—provided an in-depth look at the amount and types of aid students receive nationwide. The results offered few surprises and generally confirmed much of what policymakers and college officials had thought happened in the flow of aid to students at different types of institutions.

Study Cost $9.5-Million

The study, which cost the Education Department $9.5-million, covered aid distributed by the federal government, state governments, colleges and universities, and other sources. It examined 59,886 students enrolled at 1,074 colleges, universities, and for-profit trade schools.

Government leaders, college officials, and education researchers have been eagerly awaiting the results of the study because few data on the distribution of student aid have been available. Many lawmakers have complained that the lack of such data has made it difficult to shape federal student-aid programs.

Until now, for example, no one has known the total number of students receiving federal student aid. Data have been available on the number of students who received money from each aid program, but the numbers could not be added up to obtain a total because, in many cases, aid came from more than one source.

College lobbyists also have been frustrated because the data they say they have needed to try to persuade lawmakers to expand or alter student-aid programs have not always been available.

For example, college representatives have complained for years that more and more aid was going to students at for-profit trade schools, and some lobbyists have suggested that Congress should create separate aid programs for students at such institutions. But no one has known for sure how much has gone to students at trade schools or how many of them have received assistance.

According to a report on the study released last week, 84 per cent of students enrolled at for-profit trade schools received aid, compared to 65 per cent of students at private colleges and 38 per cent of those at public institutions.

Although college lobbyists said last week the study would be helpful, some said it had limitations, primarily because the Education Department had examined aid recipients only in the fall semester of 1986-87, rather than over the entire academic year. The lobbyists complained that

Sources of Undergraduate Financial Support

	Public	Private not-for-profit	Private for-profit
Aid only	5.2%	4.2%	17.7%
Parents only	9.1	8.5	3.8
Student only	23.5	9.0	5.2
Parents and student only	28.0	15.4	5.7
Aid and parents only	5.7	10.6	16.2
Aid and student only	10.7	11.7	24.7
Aid, parents, and student	17.9	40.6	26.7
Total	100.1	100.0	100.0

Based on a survey of 59,886 students at 1,074 institutions conducted by the U.S. Department of Education's National Center for Education Statistics in the fall of 1986.

Students at Ohio U. Flock to a Course in Which Humor Is a Serious Business,

As Skip Darby interrupts his juggling act to give an impersonation of an alien from another planet ...

By MICHELE N-K COLLISON
ATHENS, OHIO

Just before dusk, a line begins to snake out of the student center and onto the sidewalk. Bobby Buczek and Joe Panyko are among the 300 students who will wait for over two hours to get inside to laugh. They are the lucky ones. Hundreds of other students will be turned away.

Once inside, after knocking back a couple of beers, the two aficionados of comedy settle back in their chairs for a semi-annual ritual at the Ohio University—the comedy final.

"They had better be funny," warns Mr. Panyko. "This looks like a brutal audience."

Imagine a final exam in which, to pass, you must make 300 rowdy college students in a smoke-filled pub laugh for five minutes. It's "comedian hell," as Pat Perkins, one of tonight's performers, puts it.

Edible Fruit Rates a D

A standing ovation will earn you an A. Enthusiastic applause from the audience means a B. Modest applause, a C. If rotten fruit greets your delivery, an automatic F. If the fruit is edible, you get a D.

In the hallway, Chris Koons, his head bowed, is walking back and forth. As he

the department's data could not be adjusted to represent a year's time without distortion, so the results of the study would be less useful than they had hoped.

However, Chester E. Finn, Jr., Assistant Secretary of Education for research and improvement, hailed the study results last week. "This is interesting, significant, and a mine of information that people ought to dig in," he said.

Undergraduates Averaged $3,813

Following are some of the study's findings about the distribution of aid in the fall of 1986:

- Undergraduates received an average of $3,813 each in aid. State governments, institutions, and other sources together provided more grant aid to students than did the federal government. The predominant source of loan and work-study money, however, was the federal government.
- The majority of undergraduates—53 per cent—relied solely on themselves or their families to finance their education. Forty-one per cent of students used a combination of financial aid and their own money to pay their bills, and 6 per cent relied solely on financial aid.
- Black undergraduates were more likely to receive aid than those from any other racial or ethnic group. By contrast, Asian Americans were less likely than students from any other racial or ethnic group to receive aid. Those Asians who did get aid, however, received larger average amounts than students from any other group.
- Sixty-two per cent of the federal grant and work-study aid distributed to students who were financially dependent on their parents went to students whose families earned less than $20,000 annually. Only 3 per cent of the federal aid distributed to such students went to those whose families earned $50,000 or more.
- Twenty per cent of undergraduates

Continued on Page A30

2 Colleges Drop Recognition of Fraternities, Sororities Amid Continuing Concern Over Groups' Behavior

Institutions take a harder line against what they see as irresponsible actions by Greek societies

By MICHAEL W. HIRSCHORN

Franklin and Marshall College and Gustavus Adolphus College have withdrawn recognition of their fraternities and sororities, and Bowdoin College has proposed a wide-ranging reform of its Greek system.

Each of the actions came in response to what the colleges called a deterioration of behavior by members of the Greek organizations on the their campuses.

The actions at the three institutions, and tough responses last month by Florida State University and Stetson University to alleged acts of fraternity gang rape, mark an increasingly hard-line approach by institutions to a Greek system that many administrators believe is not encouraging responsible student behavior (*The Chronicle*, March 16).

Students at the University of California at Santa Cruz, where two fraternities and a sorority have been set up in recent years off the campus, have voted overwhelmingly to oppose the establishment of a Greek system on the campus. The vote carried no official weight.

Gustavus Adolphus and Franklin and Marshall joined a small group of colleges that in recent years have withdrawn institutional recognition of their Greek systems. Three small liberal-arts colleges—Amherst, Colby, and Williams—have taken similar action.

Interest in fraternities and sororities is at an all-time high, with about 600,000 men and women belonging to Greek organizations, according to the National Interfraternity Council.

Franklin and Marshall's decision followed a three-year review of fraternity and sorority practices on the campus.

The college's Board of Trustees said in announcing its ban that "the effort to upgrade the Greek system had not succeeded and that the benefits of an ideal Greek system are far from being achieved." The board said its investigations had "revealed a history of unpleasant, even shameful, incidents, and fraternity grade-point averages were discovered to be lower than those of non-fraternity men."

'A Moral Obligation'

The board said the fraternities had failed to respond to three years of reform efforts, but also cited other reasons for its decision. Among them:

- Fraternities are dangerous, with Greek-related activities leading to several deaths a year nationally. "We have a moral obligation to do everything within our power to prevent serious injury or death to a Franklin and Marshall College student," the board said.
- Fraternities subject colleges to "unacceptable legal risk." The trustees said they could not be certain that the college "can be adequately protected in the case of a major lawsuit involving the death or serious accident in a College-recognized fraternity."
- National fraternity officials are not cooperating in the college's efforts to improve student behavior. The board noted that national officers had refused to accept college rulings in Greek disciplinary cases.
- The college is losing its power to deal with individual chapters and students who do not live up to its standards. "The days are gone when the college could discipline students without the action even being questioned," the trustees said.

Jack Shilling, the president of the Interfraternity Council at Franklin and Marshall, said the college's fraternities, with the support of their national organizations, would continue to operate without college recognition. "We think they made a mistake, and we're going to show they did make a mistake," he said.

Because only two fraternity chapters are housed in college property or on college land, the institution has limited control over the fraternities and sororities.

Paul Brawley, a spokesman for Franklin and Marshall, said: "We're sort of disappointed that the nationals are backing the locals, but that's the way it goes."

Violations of Hazing Rules

At Gustavus Adolphus, trustees voted to revoke the charters of eight fraternities and seven sororities following what it said were violations of the college's recruitment and hazing rules. Administrators said the Greek organizations had conducted their spring rush activities secretly.

At Bowdoin, a committee set up to determine the future of the college's Greek system urged a wide array of changes in the way the fraternities there operate. The most sweeping change is a proposal that no national fraternity that is not fully coeducational be allowed to operate at Bowdoin. The ban would go into effect in September 1991. Bowdoin's nine officially recog-

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Right Down to the Final Exam

paces, he mumbles to himself. Every once in a while he makes a dash for the bathroom.

The Ohio University junior, the comic who is to appear next, is doing his best to ignore the gales of laughter coming from the next room, where Troy Hammond is entertaining the audience.

"You ever notice how low your friends think you are when they set you up on a date?" says Mr. Hammond. "At the end of an evening, I didn't have a crucifix or garlic. Now I have new criteria. They at least have to be able to walk upright and be able to identify the sun."

The exam's topics are those that are most familiar to the students: dating, sex, tests, and drinking (most of the best jokes are unprintable in a family newspaper).

The mastermind behind this torturous final exam is Mel Helitzer, a professor of public relations and advertising at the university. He started the course with the blessing of the dean of the journalism school, Ralph Izard, who argued that it was important to teach students how to use humor in writing.

With the recent popularity of such comedians as Eddie Murphy and Robin Williams leading a surge of interest in stand-up humor, students here are hankering to join the fun. Some must wait for two academic quarters to get into the comedy-writing class.

Mr. Helitzer—who resembles Yoda, a character in the movie "The Empire Strikes Back," according to his students—was previously a successful advertising executive in New York who did campaigns for Good 'n' Plenty candy and the Ideal Toy Company. After he sold his advertising company, Mr. Helitzer got an offer to teach advertising at Ohio University.

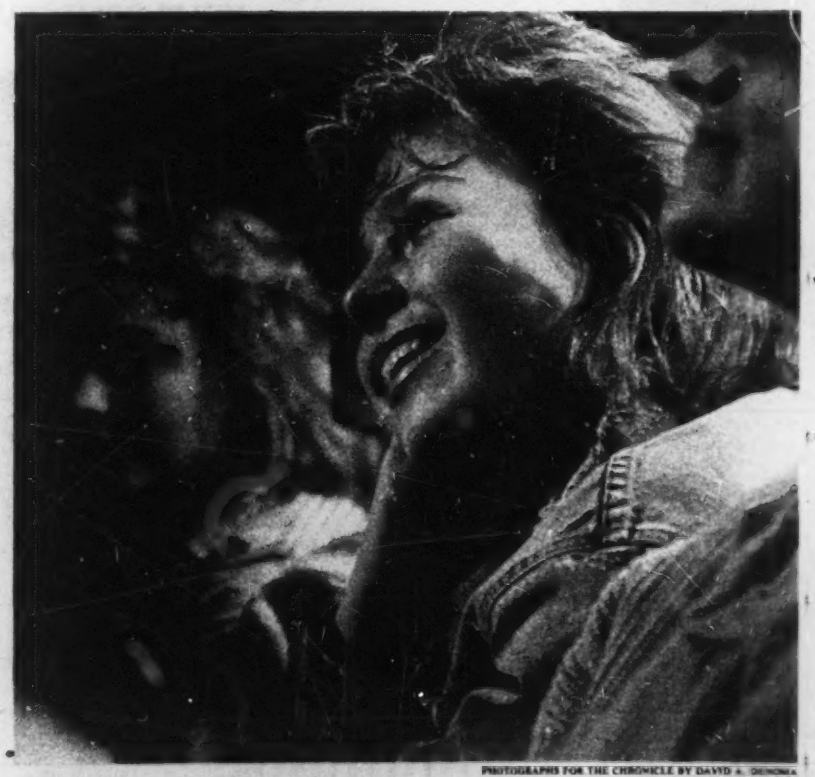
'Do You Have a Terminal Degree?'

"I didn't know academic terms," says Mr. Helitzer, who has a dry wit and is sacrilegious when it comes to academic matters. "I didn't know what a Ph.D. was. The dean said to me, 'Do you have a terminal degree.' I said, 'No, I have a little prostate problem, but I don't think it is fatal.' "

Mr. Helitzer says he was not the unanimous choice for the job, because he was not an academic. "You know a Ph.D. is like a union card. But they took me. I guess my 30 years of professional experience almost equaled a Ph.D."

Laughs aside, Mr. Helitzer considers comedy writing serious business, a field long neglected by colleges. He started the

Continued on Page A29



PHOTOGRAPHS FOR THE CHRONICLE BY DAVID A. [illegible]

... several of 300 Ohio University students in the final-exam audience show their appreciation.

Californians Say a College Education Costs More Than They Can Afford

SACRAMENTO, CAL.

About 70 per cent of Californians who participated in a public-opinion poll said they thought a college education would cost more than most people could afford.

Seventy-eight per cent said the state should increase the amount it spent on student financial aid.

The questions were included in the 1986 California Poll, which asked Californians their views on a variety of issues. During the current academic year, about $1.7-billion in financial aid was available through the state.

California has many inexpensive public colleges and universities. Residents can attend any of the state's 106 community colleges for $100 per year, and the 19 institutions that are part of the California State University system charge between $641 and $739 per student annually. But higher-education officials in the state said Education Secretary William J. Bennett's complaints about tuition at high-priced institutions and newspaper reports of annual increases in college costs had persuaded Californians that higher education was not affordable.

Views on Loan Defaults

"Secretary Bennett, in seizing upon some of the extreme cases he uses as examples, may have created the impression that rather than being an extreme case, it is more or less a typical case," said Samuel M. Kipp, III, director of the California Student Aid Commission.

A total of 1,023 Californians were interviewed about their views on college costs and student aid. A report on the survey was recently released by the Eureka Project, which receives support from California foundations to study student aid.

According to the report, most of the Californians who were surveyed said they believed that many more students default on their loans than actually do. Eight-five per cent of those surveyed said they thought that at least half of students who took out loans failed to pay them back. In California, about 17 per cent of students default on their loans, state officials report.

Mr. Kipp and other higher-education officials said the publicity surrounding defaults, much of it fueled by criticism from Secretary Bennett, had magnified the problem in the eyes of Californians and others.

Mr. Kipp and other higher-education officials are concerned that misperceptions about the number of students who default will lead people to be less supportive of spending on student aid. Indeed, the survey found that 91 per cent of Californians who gave low estimates of loan defaults said they thought the government should provide much more money to help students pay their college bills, while 56 per cent of those who gave high estimates said they thought the government should do so.

Political Affiliations

Californians' support for student aid also differed depending on their political affiliations. For example, 63 per cent of Democrats said they were strong supporters of student aid, while 41 per cent of Republicans said so.

Half of the Californians participating in the survey said they thought that aid should be distributed differently. Thirty-eight per cent said more aid should go to low-income students, 38 per cent said more should go to middle-income students, and 30 per cent said more should go to bright students. However, 36 per cent said less aid should go to minority students, and 28 per cent said less should go to students who attend institutions that charge high prices.

Higher-education officials attributed the responses in part to the fact that middle-income parents often felt that student-aid programs did not provide enough help for them; they earn too much money for their children to qualify for aid, but they do not earn enough, in many cases, to send their children to the institutions of their choice.

Copies of the report, *Opinions and Attitudes: How the Public, Students, and Parents View Student Financial Aid*, are available free from the Eureka Project, 428 J St., Suite 400, Sacramento, Cal. 95815.

—ROBIN WILSON

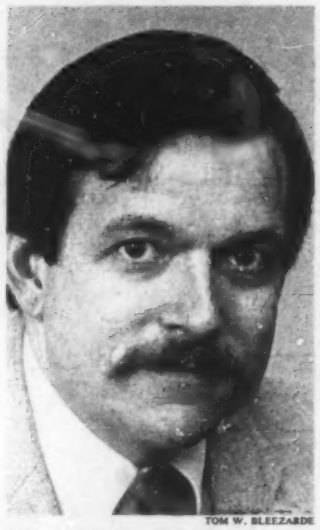
46 Pct. of All Undergraduates Received Some Form of Financial Aid in Fall 1986, U.S. Study Shows

Continued from Page A27

borrowed from the federal Guaranteed Student Loan program (now called the Stafford Student Loan program). They borrowed an average of about $2,200 each. Eighteen per cent of undergraduates received federal Pell Grants, which are for poor students. The average grant was $1,485 per student.

- Forty-one per cent of aid recipients received only grants, 30 per cent relied on a combination of grants and loans, and 15 per cent of recipients received only loans. The rest received various combinations of grant, loan, work-study, and scholarship aid.
- The largest source of aid was the federal government. About 35 per cent of undergraduates received aid from federal programs, about 15 per cent received aid from state programs, and 14 per cent received money from their institutions.
- Undergraduates enrolled at for-profit trade schools were the most likely to have relied solely on financial aid to pay their college bills. Eighteen per cent of such students relied on financial aid alone, compared to 5 per cent of students at public colleges and 4 per cent of students at private colleges.

Members of Congress last week said the new information would be useful because it provided a common source of data that both the executive branch and members of Congress could use to shape government policy. They said the lack of a comprehensive database had caused problems in the past.



TOM W. BLEEZARDE

Michael McPherson: The study won't help researchers determine whether financial aid encouraged people to attend college.

For example, Rep. William D. Ford, Democrat of Michigan, recalled the furor that was touched off three years ago after Education Secretary William J. Bennett told the House Education and Labor Committee that 13,000 students whose families earned $100,000 or more annually had received Guaranteed Student Loans.

Mr. Bennett said he had obtained the information from the annual freshman survey conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles and the American Council on Education.

Lawmakers and lobbyists argued that that was not a good source of data on the income of parents whose children had received loans, and they said the number of students Mr. Bennett had cited was much too high. But no one could provide a more reliable set of data because it simply did not exist.

Mr. Bennett's statements brought considerable attention from news organizations, and lawmakers were concerned that public support for the loan program might decline because no data were available to counter Mr. Bennett's remarks. "That number hit me in the face everywhere I went," recalled Mr. Ford. "We've had a lot of trouble with numbers they [Education Department officials] have used in the past."

The report released last week does not provide data on the family incomes of students who received guaranteed loans. That information is expected to be included in another report scheduled to be released next December, Education Department officials said.

Education researchers said last week that the new data would help provide a basis for further study of student-aid issues.

But they said there were some questions that could not be answered by the study.

For instance, Michael S. McPherson, chairman of the economics department at Williams College, said researchers would not be able to examine whether financial aid encouraged people to attend college, because the Education Department did not survey people who had dropped out of college or had decided not to attend.

"People are going to feel frustrated because they are not going to be able to do certain kinds of research," said Mr. McPherson, who served on an advisory panel to the Education Department study.

Emerson J. Elliott, director of the department's National Center for Education Statistics, acknowledged the shortcomings of the study. He also said the Education Department might examine the aid received by students over an entire year when it conducts the study again in academic 1989-90.

3 More Reports Planned

The department is planning to release three more reports later this year using data collected in the study.

The first will examine aid to graduate students, the second will provide details about the ways that families of students who did not receive aid financed their college education, and the third will take an in-depth look at the distribution of Stafford Student Loans.

Copies of the report, *Undergraduate Financing of Postsecondary Education*, are available free from Mitch Pearlstein, Director of Outreach, Office of Education Research and Improvement, 555 New Jersey Avenue N.W., Washington 20208.

—ROBIN WILSON

Aid Awarded to Undergraduates, by Source

	Any aid [1]	Federal	State	Institutional	Other
Public					
Doctoral	$3,337	$2,970	$1,091	$1,521	$1,336
Other 4-year	2,957	2,630	928	996	1,070
2-year	2,053	2,008	636	627	819
Less-than-2-year	2,391	2,276	907	—	—
All	$2,887	$2,616	$ 916	$1,204	$1,137
Private, not-for-profit					
Doctoral	$6,509	$3,843	$2,047	$3,691	$2,251
Other 4-year	5,265	3,394	1,824	2,319	1,531
2-year	3,957	2,928	1,424	1,776	1,208
Less-than-2-year	3,903	2,848	2,111	—	—
All	$5,633	$3,525	$1,873	$2,790	$,1777
Private, for-profit					
2-year and above	$3,946	$3,452	$1,688	$2,643	$2,247
Less-than-2-year	4,096	3,799	2,116	1,775	3,053
All	$4,025	$3,631	$1,825	$2,182	$2,751
All institutions	$3,813	$2,973	$1,290	$2,098	$1,416

Note: Figures cover only undergraduates who received financial aid and were enrolled full-time for the entire 1986-87 academic year. A dash indicates insufficient data.
[1] Includes students who reported that they received aid but did not specify its source.

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS

Aid to Undergraduates by Type of Institution, Fall 1986

Institutions	Number of students	Percentage of students receiving any financial assistance: Total [1]	Federal	Other	Grants: Total	Federal	Other	Loans: Total	Federal	Other	Work-study: Total	Federal	Other
Public													
Doctoral	2,581,556	46.8%	35.5%	28.5%	36.4%	23.1%	26	27.6%	26.4%	1.6%	5.8%	4.5%	1.5%
Other 4-year	1,681,052	47.3	38.4	30.0	38.1	28.1	28.2	24.9	24.0	1.3	8.1	6.2	2.2
2-year	4,180,263	28.5	19.9	18.1	25.4	17.1	17.0	7.8	6.7	1.0	2.4	2.1	0.4
Less-than-2-year	129,219	51.8	41.9	22.9	46.1	34.8	22.3	19.6	19.4	0.5	3.4	2.5	0.9
All	8,572,090	38.0%	28.5%	23.7%	31.5%	21.3%	22.2%	17.3%	16.2%	1.2%	4.6%	3.6%	1.1%
Private, not-for-profit													
Doctoral	769,069	61.8%	45.7%	50.6%	52.2%	24.3%	47.9%	39.5%	38.0%	3.8%	13.0%	9.6%	3.8%
Other 4-year	1,119,661	67.9	50.1	57.7	60.1	32.2	55.9	42.1	40.9	2.3	16.4	11.3	6.6
2-year	133,779	63.9	47.9	44.7	53.6	32.4	43.1	35.7	34.4	2.4	5.7	5.2	0.4
Less-than-2-year	16,441	66.2	59.4	35.5	55.5	45.2	33.7	40.4	38.9	1.8	5.0	4.0	1.7
All	2,038,949	65.3%	48.4%	54.1%	56.7%	29.3%	51.9%	40.7%	39.4%	2.9%	14.3%	10.2%	5.1%
Private, for-profit [2]													
2-year and above	223,859	82.7%	79.2%	24.2%	54.9%	49.0%	22.6%	69.3%	68.6%	1.9%	1.2%	0.7%	0.5%
Less-than-2-year	378,535	84.8	81.4	13.0	63.5	59.7	10.9	71.5	70.9	2.2	0.5	0.5	0.1
All	602,394	84.0%	80.6%	17.2%	60.3%	55.7%	15.3%	70.7%	70.0%	2.1%	0.8%	0.6%	0.2%
All institutions	11,213,432	45.9%	34.9%	28.8%	37.6%	24.6%	27.2%	24.4%	23.3%	1.6%	6.1%	4.7%	1.8%

Note: Figures are based on a survey of 59,886 students enrolled at 1,074 colleges, universities, and proprietary institutions in the fall of 1986. Details may add up to more than the total because some students received multiple types and sources of aid.

[1] Includes students who reported that they received aid but did not specify its source.
[2] Until October, 1986, private, for-profit institutions were prohibited by law from spending College Work-Study money for on-campus work.

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS

5/19/88 C2175-1 A

THE CHRONICLE of Higher Education

ISSN 0896-1492

May 18, 1988 • $1.95
Volume XXXIV, Number 36

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Orson Welles is responsible for the basic flaws of *The Magnificent Ambersons*, one of the most famous "ruined" classics in film history, a scholar says: Page A4.

Recent concessions by higher education's leading pension companies brought them closer to a settlement with their critics: Page A15.

Accused of plagiarism, the acting head of the U. of Minnesota withdrew as a candidate for president of North Dakota State: Page A15.

A Congressional panel proceeded with legislation to tax the business operations of colleges and other nonprofit organizations: Page A21.

William J. Bennett told the President he would resign in September as Education Secretary: Page A21.

The Rockefeller Foundation appointed a newspaper executive, Peter C. Goldmark, Jr., as its next president: Page A29.

Many independent college funds are in trouble, but New Jersey's, by switching its focus, is a roaring success: Page A29.

A plan to provide scholarships to former Memphis State U. athletes who have not graduated was rejected by the N.C.A.A.: Page A37.

A faculty strike that paralyzed higher education in Venezuela for four months was settled: Page A39.

Tolerance for student militancy in South Korea is fading: Page A39.

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State-College Officials Call Public's Panic Over Fees Needless

Headline-grabbing tuition levels affect relatively few, they note

By SCOTT JASCHIK

Widespread reports of increases in college tuition have generated an atmosphere of crisis across the country. But state officials say much of the fear is unjustified and is illogically affecting tuition policies for state institutions.

Parents are terrified they won't be able to pay for college for their children. State legislators and members of Congress say middle-income voters are increasingly demanding tuition aid. Editorials decrying the rise in college prices have been appearing in newspapers with growing regularity.

State higher-education officials, however, say most prospective college students and their parents have been frightened needlessly. Few people are paying attention to a fact they cite repeatedly: More than three-quarters of all college students attend public colleges and universities and pay relatively low tuition.

Some Startling Figures

Newspaper headlines have stressed the most startling private-college tuition figures, like the $14,850 fee for a year at Bennington College, or the $11,812 charged by Columbia University. But those figures are as much as 10 times as high as the tuition at the public institutions most students attend.

This year, for example, tuition for state residents is less than $1,500 a year at nearly all community colleges—and at such re-

Continued on Page A22

ANTI-AMERICANISM GRIPS HONDURAN STUDENTS

PHOTOGRAPH FOR THE CHRONICLE BY MIKE TANGEMAN

Honduran army troops stand guard as demonstrators gather in downtown Tegucigalpa two weeks after an attack on the U.S. Embassy: Page A39.

South Africa Set Back in Its Efforts to Quell Protests by Limiting University Subsidies

By HELEN ZILLE

CAPE TOWN

The South African government apparently has been handed a decisive defeat in its battle to impose political conditions on the granting of subsidies to higher-education institutions.

The Cape Town Supreme Court, which invalidated the conditions three months ago for the universities in its jurisdiction—Cape Town, Stellenbosch, and the Western Cape—has now rejected a government request for permission to appeal that judgment to the country's Appeal Court in Bloemfontein.

Another ruling, setting aside the conditions for the University of Natal, had been issued by the Natal Supreme Court.

Although the highest courts in each of South Africa's four provinces are not bound by each other's decisions, as a practical matter the Cape Town court was considered the one that would offer the government its best chance for a favorable ruling or, at least, for permission to appeal a nullification of the conditions.

The regulations in question, which took effect last October, were aimed at making state subsidies to universities contingent on the universities' enforcing broad prohibitions against political protests by their students and staff members.

Government subsidies have provided South African institutions with up to 80 per cent of their budgets in some cases.

Both the Cape Town and Natal Supreme Courts found the regulations improper on the grounds that the government had exceeded its powers in issuing them, that the conditions interfered with the universities' rights, and that they were too vague.

Could Impose Conditions Anew

In denying the government's application to file an appeal, the Cape Town court held that, based on the evidence, no other court could have come to a different conclusion about the regulations.

How the government will now proceed is not entirely clear. It has the power to amend the law in order to impose the controversial conditions anew.

However, the Minister of National Education, F. W. de Klerk, gave no hint of such intentions when he spoke to the House of Delegates recently, and govern-

Continued on Page A40

Many Colleges Expect Their Enrollment of Black Students to Increase in Fall

By MICHAEL W. HIRSCHORN

Colleges and universities are reporting modest increases in the number of black students who plan to enroll in next fall's freshman classes, suggesting that the drought of blacks in institutions of higher learning may be easing.

A sampling of small and large institutions around the country showed small numerical increases in most places in the number of blacks who have said they will matriculate. Some institutions reported increases of 50 per cent or more. Small gains were also reported in the recruitment of Hispanics and other minorities.

In February the U. S. Department of Education reported that college-going rates had increased in 1986 to 28.6 per cent of the 18-to-24-year-old black population from 26.1 per cent a year earlier. However, the number of blacks enrolled in college in 1986 (1,081,000) remained slightly below the 1980 level (1,107,000).

A decline in the early 80's in the number of black college students has prompted many universities to make the recruitment of blacks an institutional priority.

Admissions officers credited recruiting efforts and greater commitments of financial aid as reasons for the increase this year. Several officials said, however, that it was too early to tell exactly how many blacks and other minorities would actually show up for classes next fall.

Students accepted by most selective colleges and universities are required to submit a deposit by May 1 indicating their intention to attend. But many students, black and white, appear to be submitting

Continued on Page A35

New Intellectual Homes for Humanists

Humanities research institutes are proliferating on the nation's campuses, signaling a renewed interest in scholarship in history, literature, and related fields: Page A4.

MARGINALIA

From a form used to nominate members of the National Council of Teachers of English:

"I understand neither me, nor any of the colleagues I've recommended above, are obligated to accept NCTE membership."

It's just as well.

■

The College of Wooster's annual fund changed the name of one of its donor categories from "erratic donor" to "occasional donor" after a volunteer in a phone-a-thon was overheard saying: "I see that you're one of our erotic donors."

■

A notice on a faculty bulletin board at Golden West College sought:

ROOMMATE TO SHARE
PLUTONIC CONDO

A *basement* apartment, probably.

■

Remember our April 20 note about an item in *Hermes*, a newspaper at Wesleyan University, that spoke of "dejà vu all over again"? Well, several of our knowledgeable readers have told us that that redundancy originated with Lawrence Peter (Yogi) Berra. "A small fall from grace," one charitable reader calls our failure to recognize that fact.

■

From our very own column, "In the Statehouses":

"West Virginia's Gov. Arch A. Moore, Jr., a Republican, has vetoed a bill that would have extended the existence of the Board of Regents for four more years. . . .

"Governor Moore has been a frequent critic of the board of regents, alleging that they done a bad job of keeping down costs at the state's colleges and universities."

And *we* done a bad job of telling you about it.

■

A flyer from the International Theatre Festival of Chicago, now under way, urges:

EXPERIENCE LUST, GREED,
DECEIT, MURDER, AND REVENGE
ALL IN ONE FUN-FILLED WEEKEND.

Whee!

■

From Michigan State University's *State News:*

"MSU graduate assistants could vote to unionize by the end of spring term, the chief organizer said Thursday.

"Jon Hutson, a French teaching assistant and the driving force behind the unionization effort, said at least 30 percent of MSU's graduate assistants must sign authorization cards to hold an election. . . .

" 'Is this institution committed to pay parody with other institutions?' Hutson asked."

Don't ask.

—C.G.

In Brief

Archbishop Tutu Cancels Appearance at Tulane U.

South Africa's Anglican Archbishop, Desmond Tutu, canceled plans to speak at Tulane University last week because the university had refused to sell stock it owns in companies that do business in South Africa. He was also to have received an honorary degree.

Archbishop Tutu reportedly acted after learning about Tulane's investments from a student who had helped organize an anti-apartheid group there, a spokeswoman for the university said.

Tulane owns stock in 189 companies, 25 of which conduct business in South Africa.

Tulane's president, Eamon M. Kelly, said in a written statement that Archbishop Tutu's cancellation was a strike against academic freedom.

Brown Adds 2 Courses to Number Required

Brown University will require its undergraduates to pass two more courses to receive a degree.

Students enrolling in 1989 will have to pass 30 courses to qualify for a bachelor's degree. As part of its "new curriculum," introduced in 1969, Brown cut the graduation requirement from 32 to 28 courses and eliminated distribution requirements and the grade of F.

The faculty's decision to increase the number of required courses, which came out of a wide-ranging review, were the first major changes in the Brown curriculum in 18 years.

Sheila E. Blumstein, dean of the college, found in a study that students were not using the system as intended. Rather than sampling courses without the penalty of failure, they were simply taking fewer courses.

Ms. Blumstein said the new requirements did not signal a retreat from the flexible curriculum, which she said had "gotten a very bad rap." Unlike other universities, she said, Brown does not grant students credit for advanced-placement classes.

Brown faculty members decided not to add distribution requirements. But the university will study ways to improve its advising system, Ms. Blumstein said.

Harvard Law Students End Protest Over Hiring

About 50 Harvard Law School students, most of them black, ended an overnight "study-in" last week after the school's dean agreed to meet some of their demands pertaining to recruitment of women and members of minority groups to the school's faculty.

Robert L. Wilkins, president of the Black Law Students Association and organizer of the vigil at the office of Dean James Vorenburg, said the "study-in" had been a success.

Mr. Wilkins said the dean had agreed to 7 of the students' 12 demands, including establishing a graduate fellowship program to prepare members of minority groups for a career in teaching law, broadening the role of students in the recruitment of woman and minority faculty members, and introducing a resolution of commitment to diversity and nondiscrimination in hiring.

Of the 57 tenured members of the Harvard Law School faculty, two are black, both of them male.

U. of Minnesota Official Fired Over Misused Funds

A University of Minnesota administrator has been fired for allegedly misappropriating nearly $200,000 during the past eight years—money he said he had given to needy minority students.

Luther Darville, the former acting head of the office of minority- and special-student affairs, told university auditors that he believed he was acting in the interests of the university when he gave the money to 17 students who needed financial assistance.

The university has put off further action against Mr. Darville pending completion of a criminal investigation by police in Hennepin County, Minn.

A spokesman for the National Collegiate Athletic Association said the organization was reviewing the results of the Minnesota investigations because 9 of the 17 students who allegedly received money from Mr. Darville were football players. Under N.C.A.A. rules, payments that are not included in an athlete's financial aid package are prohibited.

Riots Erupt at Iowa State During Spring Festival

Iowa State University's annual spring festival, known as Veishea, erupted into large-scale rioting after off-campus parties became overcrowded and uncontrollable.

The rioting reached its height on the third evening of Veishea, when students and other festival-goers ignited a large bonfire on a street near the campus. About 5,000 people crammed into a four-block area, tearing down vines, parts of trees, and house fences to fuel the fire. They also reportedly broke car windows and threw bottles and cans.

The crowd dispersed after Johnny Orr, Iowa State's basketball coach, and Jim Walden, the football coach, pleaded with the rioters to stop and go home, a university spokesman said.

The police arrested 45 people, 25 of whom were Iowa State students, mostly for inciting to riot. The university is considering disciplinary action against the students, the spokesman said.

Judge Halts Closing of a Dental School

WASHINGTON

A District of Columbia Superior Court judge last week barred Georgetown University from continuing to phase out its School of Dentistry, which the university had planned to close in 1990.

Judge Eugene N. Hamilton of the D.C. Superior Court granted the injunction requested by students and faculty members at the dental school because, he said, actions by Georgetown administrators had violated university rules.

The judge ruled that Georgetown's president, the Rev. Timothy S. Healy, and its executive vice-president for health sciences, John F. Griffith, had willfully violated university rules by not seeking the advice of the Faculty Senate before recommending to the university's Board of Directors in March 1987 that the dental school be closed.

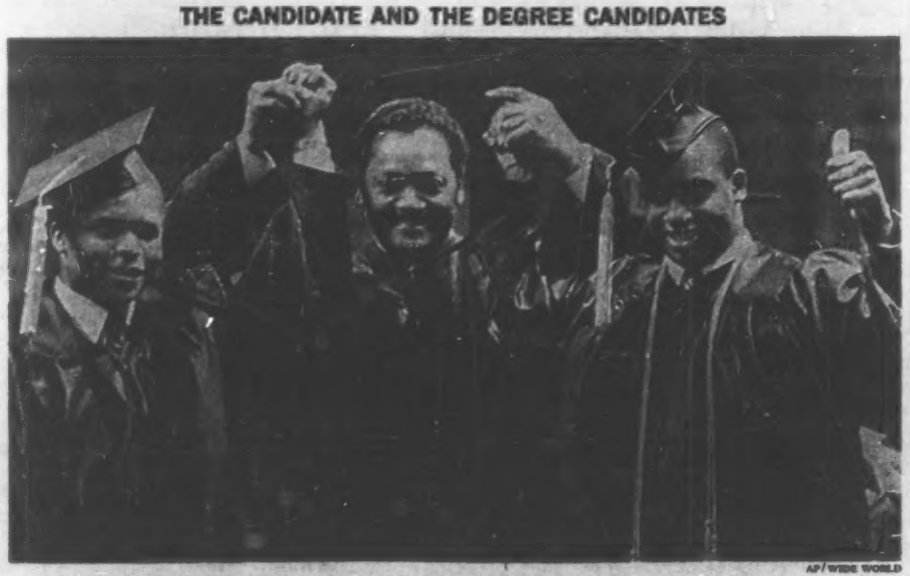
Judge Hamilton also said the administrators had sought to "manipulate" the board's decision by neglecting to supply all 40 board members with complete copies of two reports that described the enrollment and financial problems facing the school.

The dental school did not admit new students this year, and administrators had not planned to admit a new class in the fall, a spokeswoman for the university said. The school also cut the size of its faculty in the past year, she said.

The spokeswoman said administrators at Georgetown would not comment publicly on the ruling.

—THOMAS J. DeLOUGHRY

THE CANDIDATE AND THE DEGREE CANDIDATES



AP/WIDE WORLD

The commencement address given by Democratic Presidential candidate Jesse Jackson last week at North Carolina A&T State University was for two in his audience a fatherly talk. His sons Jesse, Jr., left, and Jonathan were among the graduates.

Part-Time Enrollment Is Rising, Report Says

More and more people are choosing to attend colleges and universities part time, while fewer are enrolling full time, according to a new College Board report.

The report, *Summary Statistics: Annual Survey of Colleges, 1987-88*, also shows that freshman enrollments are decreasing.

Between 1980 and 1986, the number of part-time students at the average institution increased 7.3 per cent, while the number of full-time students decreased 2.4 per cent, according to the report. Freshman enrollments dropped 7.4 per cent in that period, with half of that decrease occurring between 1985 and 1986.

Among various types of post-secondary institution, only private, doctorate-granting universities experienced decreases in part-time students and increases in freshman enrollments.

The report can be obtained for

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the last two weeks in August and the last two weeks in December, at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: $30 per year ($31 if bill is to be sent). Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1988 by The Chronicle of Higher Education, Inc. Printed in the United States of America. POSTMASTER: Send address changes to The Chronicle of Higher Education, P.O. Box 1955, Marion, Ohio 43305. Member, Audit Bureau of Circulations. The Chronicle reserves the right not to accept an advertiser's order. Only publication of an advertisement shall constitute final acceptance of the advertiser's order.

$25 from College Board Publications, Department M48, Box 886, New York 10101-0886. Specify the report's title and its item number, 003020.

Majority of Deaf Trustees Is Goal of Gallaudet Panel

The chairman of the Board of Trustees of Gallaudet University has appointed a committee to explore ways in which the board can achieve a deaf majority.

In forming the committee, the chairman, Philip W. Bravin, was following up on a promise he made in March to protesting students, professors, and alumni, who shut down the world's only university for the deaf for a week after a hearing candidate was named president. The newly elected president resigned and Irving King Jordan, who is deaf, was named to head the university (*The Chronicle*, March 23).

The protesters demanded that deaf membership on the board be increased so that a majority of the 21 trustees would be deaf.

The five-member committee will review federal laws and regulations pertaining to the composition of the board at the federally financed university and will recommend possible changes in the board's bylaws.

Boston U. Offers to Run School System in Chelsea

Boston University has presented the school committee of nearby Chelsea with a 300-page plan for running the city's schools for the next 10 years.

The plan is the result of an 18-month, $250,000 study paid for with state funds. The study was suggested by Andrew Quigley, who has served on the school committee for 30 years, after a proposal by the university's president, John Silber, to run the Boston schools was rejected in 1985.

If the proposal is adopted by the school committee, it would be the first time that a private university has run a public-school system. It would require doubling the town's current $11.2-million school budget, construction of new schools, and an ambitious program of preschool classes, optional all-day school, and job training and English classes for parents.

Corrections

■ A mathematical-modeling competition, which was won by a high-school team (*The Chronicle*, April 20), is not sponsored by the Joint Policy Board for Mathematics, as reported. The Consortium for Mathematics and Its Applications organizes the contest.

■ The University of New England did not receive $1.793-million in contracts from the Department of Defense in fiscal 1987, as reported (*The Chronicle*, April 13). The Department of Defense, which supplied the incorrect information, said the money attributed in the chart to the University of New England should have been included in the total for the University of New Mexico.

NOTES FROM NEW YORK

Wherefore Art Thou Hamlet? Grand Central Station, You Say!

By LAWRENCE BIEMILLER
NEW YORK

Bryan Johnson set *Hamlet* in Grand Central station. The costumes he designed for its actors approximate the clothes of homeless people.

"The homeless have a whole society in themselves," says Mr. Johnson, a third-year graduate student in New York University's theater-design program. "Grand Central is like their whole world. I would have the actors wearing rags but speaking proper English. And a lot of incredibly rich people would pass through, ignoring them.

"Growing up in New York, this is very personal to me," says Mr. Johnson, who comes to class on the subway—the "R" from Brooklyn. He is standing with a visitor in front of a detailed model of his *Hamlet* set, and he is speaking just loudly enough to be heard over the cacophony that fills the design program's classrooms as its 25 graduating students prepare for their end-of-year show. Four thousand invitations have gone out—many to directors and producers for whom the students would like to work.

PHOTOGRAPHS FOR THE CHRONICLE BY DON HAMERMAN

Anita Jorgensen (left) designed the lighting for "Lie of the Mind"; Sharon Sprague, the costumes—two of which are shown on the mannequins; and Peter Rogness, the set, including the model planes. Below, Diane Forbes shows a model for "Salome."

Last-Minute Repairs

Mr. Johnson's classmates are making last-minute repairs to their models, or wrestling mannequins into position and adjusting costumes on them, or tacking up swatches of cloth next to drawings of period clothing. First- and second-year students are attaching spotlights to the fluorescent fixtures and moving ladders and calling for more extension cords, more hammers, more tape. Mr. Johnson himself has been taking tiny pieces of furniture out of an Edwardian Mints box and arranging them in his model of a colorful set for Puccini's one-act opera *Gianni Schicci*.

He is quick to note that he has no illusion of having designed the definitive set for *Hamlet*. "It's one way I feel the play could be done," he says. Indeed, two of his classmates included radically different *Hamlet* sets in the show.

Charlotte Yetman, noting that Prince Hamlet "spends a lot of time doing nothing, just pacing," set the play in a modern, two-storied jail that is as striking as it is stark—"It helped that Hamlet calls Denmark a prison several times," Ms. Yetman says. Caty Maxey chose to emphasize the sense of psychological displacement that overwhelms Hamlet on his return to Denmark. She gave the play the most anonymous, displacing backdrop she could think of: a hotel room with faded wallpaper and a large, wilted plant.

Such diversity reassures the design department's chairman, Lloyd Burlingame. "The central thing I'm after is protecting each student's individual design voice," he says.

"I don't want any of them to look like they studied with one great master," Mr. Burlingame says, "so I've tried to put together three or four great masters in each area. In set design, Oliver Smith is a legend. He designed *West Side Story*, *My Fair Lady*, *Camelot*, *Brigadoon*. And John Conklin is on the cutting edge of conceptual design—he's strongly psychologically based. He did the Wagner *Ring* cycle for the San Francisco Opera. These two come at things very differently."

Mr. Burlingame says most students who come to the design department, which is part of the theater program in N.Y.U.'s Tisch School of the Arts, have some undergraduate theater or stage-crew experience. They enroll here to learn more about creating sets, costumes, and lighting, and they can specialize in any of those areas. They can also study to become film or television art directors, who are charged with overseeing the "look" of a production.

"We're looking for quality of imagination," says Mr. Burlingame. "You need to have the imagination of a child, coupled with very professional skills."

A preview of the design show seems to confirm Mr. Burlingame's assessment. Each student has chosen what works he or she wants to exhibit, as well as how they are to be displayed, with the result that the show is an outpouring of imagination only barely restrained by shortages of time and space.

Karen Kiley, for instance, is busy suspending three mannequins from the ceiling to display what she calls "trompe l'oeil" costumes she created for a production of Brecht's *Jungle of Cities*. "We had no money to buy real 1930's gangster suits," Ms. Kiley says, "so we bought extra-large suits in used-clothing stores, took in the waists, and put double padding in the shoulders. Then we painted them." The painting process added period designs to the fabric, handkerchiefs to the breast pockets, and even flowers to the lapels.

Ann Emo represents her costumes for *A Midsummer Night's Dream* with illustrations and with both usual and unusual swatches—the latter including peacock feathers from Titania's costume and a bunch of plastic grapes from Puck's Bacchanalian attire. Meanwhile, sculptural figures with Rodin-like features curl upward out of rocks and bridge pilings in Stephen Cowles's set for Puccini's *Il Tabarro*.

In another room, Peter Rogness is hanging the model airplanes that were a feature of his set for Sam Shepard's *Lie of the Mind*. Unlike many of the designs in the show, Mr. Rogness's was actually used: *Lie of the Mind* was presented by N.Y.U. acting students in the Tisch School's theater. The planes circle Sharon Sprague's costumes for the production, which was lit by a third student, Anita Jorgensen.

Details in the Death Masks

Lighting designers usually get short shrift in the design show, in part because most people don't realize how important lighting is to the theater, and in part because lighting schematics are more difficult to make sense of than are costumes or set models. But the quality of Ms. Jorgensen's work becomes evident as the show coalesces: She is the person responsible for lighting all of her classmates' set models. It is up to her to guarantee that people see the right colors in Michael Boak's Bauhaus-like set for Richard Strauss's opera *Salome*, and that they see every detail of the death masks that line the walls of Michael Ganio's set for Büchner's *Danton's Death*.

Four of the students are recreating their home studios for the show's visitors. One of the four, Diane Forbes, is piling magazines in stacks beneath work tables holding models of sets—among them a boxing ring for *Midsummer Night's Dream*. "The fairies fight and fight, and then they get married," Ms. Forbes explains.

"I wanted to do something that represents the process of designing," she says, adding that her carefully designed mess reflects the amount of work she and her classmates do for the design program. Even now, days away from graduation, she and many of the others are feverishly designing productions of either *As You Like It* or *The Philadelphia Story* as part of the entrance examination for the United Scenic Designers Union.

'Like a Debutante Ball'

Nevertheless, all is in readiness the afternoon the design show opens. Mr. Burlingame has checked all of the labels, remembering the year in which Arthur Laurents complained about a student who had not credited him for his work on *West Side Story*. Ms. Jorgensen has added golden shafts of late-afternoon sunlight to Mr. Johnson's model of Grand Central station. And all of the third-year students have dressed up. The rooms begin to fill with visitors.

The playwright Larry Kramer is among the first guests to arrive. Mr. Burlingame steers him toward a student's model of a set for his play *The Normal Heart*. Mr. Kramer ends up talking with the student, Edward Durnal, for quite some time. This is just as Mr. Burlingame thinks it should be. "It's like a debutante ball," he confides. "It announces to the world that these students are ready to work. And for all the people who count, it's only a taxi ride away."

The theater-design show, on the third floor of the Tisch School of the Arts at 721 Broadway, is open daily from 1 to 6 p.m. through May 29.

State-College Officials Call Public's Panic Over Tuition Needless

Continued from Page A1

search universities as Arizona, Auburn, California at Berkeley, North Carolina at Chapel Hill, and Texas at Austin.

Even in states where tuition at public colleges is considered to be high, the numbers pale when compared to rates at private colleges. For instance, tuition at Rutgers University campuses is about $2,500 a year; at the University of Minnesota, about $2,000. Only at a few specialized campuses does public-college tuition begin to approach that of private institutions. At the Colorado School of Mines, tuition this year is $3,432, and at the Maine Maritime Academy, it is $2,925.

"Everybody is talking about the cost of higher education, but they are talking about handfuls of schools that enroll handfuls of students," says Gordon K. Davies, executive director of the Virginia Council on Higher Education.

"We have got to bring the state perspective to the discussion," he adds.

T. K. Olson, executive director of the Oregon Office of Educational Policy and Planning, says: "Tuition at most public universities is less than room and board. At many Western colleges, it's less than the cost of books."

Says Aims C. McGuinness, Jr., assistant executive director for postsecondary education of the Education Commission of the States: "There's enormous public confusion about the issue."

Bennett's Criticisms Cited

Mr. McGuinness, who has been widely quoted in newspapers across the country, says he regularly receives calls from reporters seeking quotes about the "tuition crisis," even though tuition rates in their states are quite low.

He says Education Secretary William J. Bennett's numerous public criticisms of tuition increases have led many reporters—and the general public—to think that all colleges cost roughly the same as the elite private institutions, where a student's expenditures may approach $17,000.

Mr. Davies of Virginia likens the public's perception of tuition rates today to its perception of the availability of financial aid in the early years of the Reagan Administration. Although President Reagan proposed major reductions in student-aid programs, Congress consistently rejected them. Even so, many people thought student aid had been cut and did not apply for readily available grants and loans.

State officials say those misperceptions of tuition costs are having an adverse effect on state policy. One higher-education official, whose state has adopted a tuition program under which parents can pay for their children's college education at set rates years before their children reach college age, says the plan "is like a bottle of snake oil" sold to legislators to cure a problem that does not really exist.

Even more troublesome, the officials say, is that even when tuition increases are based on a clear need and are modest in scale, they provoke more fear than in past years because legislators and the public associate them with the more dramatic raises at private colleges.

Evidence that the public has an unrealistic fear of college prices is widespread, and is not just anecdotal.

A recent California public-opinion poll found that about 70 per cent of the state's residents thought a college education cost more than most people could afford (*The Chronicle*, May 11). Those findings were especially revealing, since they came in a state where residents can attend community colleges for $100 a year—as do more than one million a year—and state universities for less than $800 a year.

A poll conducted last year for *The Chronicle* found that the average person thought the full cost of attending a public four-year college this academic year would be $9,120. The actual full cost for such students (including room and board) is about $5,800.

To make the perspective of the states a more integral part of the tuition debate, the State Higher Education Executive Officers recently released a survey of state tuition policies that included the views of state higher-education commissioners on the way tuition is determined.

James R. Mingle, executive director of the group, says the findings indicate that state officials feel enormous pressures to keep tuition low and, for the most part, have done so.

Many state officials note that the survey shows that most public-college tuition rates are determined on the basis of formulas, not—as Secretary Bennett and others have charged—on what the market will bear.

> "The college cost debate is not about 'costs' at all. The cost debate is actually about declining revenues."

In 36 of the 45 states in the survey, for example, tuition rates are calculated by a formula that is based mostly on the cost of providing an education to the students enrolled. The most common method, used in 24 states, is simply to determine the costs of running the university, subtract state appropriations and such other revenue as endowment income, and then set a tuition rate that will cover the remaining expenses.

When state governments develop such policies for determining tuition, higher-education officials say, they are setting up a situation that gives them a clear choice: They must either provide the money to pay for increased costs or watch tuition go up.

A recent report by the American Association of State Colleges and Universities says: "For public institutions, the college cost debate is not about 'costs' at all. . . . The cost debate is actually about declining revenues."

Specific Formulas Used

In a growing number of states (currently 12), public-college tuition is set so that it is equivalent to a specific proportion of the cost of educating a student.

Under that system, an institution determines all of the "instructional costs," such as salaries for instructors, equipment and library books used by students, and other facilities used by teachers and students. That figure is divided by the number of students enrolled. The state then decides what proportion of those costs a student should pay.

Frequently, the percentages differ, depending on whether the student is an undergraduate or graduate student, a state resident or from out of state, or attending a community college or research university.

Mark D. Musick, director of state services and information for the Southern Regional Education Board, says that type of system has made public-college tuition rates more predictable and easier for the public to comprehend.

"It brings a rationale for who is going to pay for higher education," he says. "It establishes student responsibilities and state responsibilities."

Mr. Musick adds that it has also taken away much of the uncertainty about tuition increases—even though the tuition "crisis" has supposedly

Views of State Higher-Education Officials on Tuition Policies for Public Colleges

The State Higher Education Executive Officers recently asked commissioners of higher education—or those in equivalent positions—about their policies on tuition for public colleges and universities. Officials in 46 states responded. (Those not responding were from Iowa, Maine, New Jersey, and Vermont.)

Reasons used to justify tuition increases:	Occasionally or almost always
General "quality improvement"	33
Increasing personnel costs	29
Declining state support	27
Because students benefit from higher education	26
Increasing administrative and support costs	19
Necessity of meeting state guidelines (based on costs)	19
Increasing need for student financial aid	10
To narrow the gap between public and private institutions	2
Reasons used to justify "holding the line" on tuition increases:	
Increasing access	40
Traditions of the state	35
Impact on minorities	31
Benefits accruing to society from supporting education	31
Opposition by student lobbies	23
Opposition by governor or legislature	18
Increased state appropriations	12
Declines in inflation rate	12
Productivity improvements or cost reductions	12
Public statements by U.S. Secretary of Education	1
Areas of greatest concern in terms of cost and productivity:	
Equipment or computer costs	37
Graduate-program costs	36
Building-construction and renovation costs	33
Program-expansion costs	32
Library costs	31
Professional- or medical-school costs	29
Duplication of academic programs	29
Faculty productivity or workload	28
Telecommunications costs	28
Administrative or support costs	27
Research costs	26
Undergraduate-program costs	19
Athletic costs	15
Faculty or administrator travel costs	5
Most likely areas for improving productivity in higher education:	
Cooperative library or computing ventures	42
Controlling future academic expansion	38
Cooperative academic ventures between units	38
Cooperative administrative support between units	32
Greater utilization of computer technology	30
Better space utilization	30
Better "outcomes" measures	30
Better statewide master planning	29
Greater utilization of distance learning	29
Optimizing section sizes	25
Eliminating programs	23
Increasing student-faculty ratios	21
More joint ventures with business	20
Reducing course offerings	20
Reduction of the "remedial" load	19
Structural reorganization	17
Cutting back on administration	17
Restricting enrollment	10
Reducing time to degree	10
"Privatizing" administrative or support activities	6

State Panel Withholds 10 Pct. of Positions for New Professors at U. of Wisconsin in Dispute Over Enrollment Practices

MADISON, WIS.

A key legislative panel is holding back money for nearly 10 per cent of the new faculty positions promised to the University of Wisconsin because the institution has not yet demonstrated how it plans to correct enrollment practices that have cost the state money and kept some students from graduating on time.

"We get more gobbledygook out of the university than anyplace else," said Rep. Marlin Schneider, a Democrat and co-chairman of the committee that voted to withhold the funds.

Representative Schneider and others acknowledged that the action was largely symbolic, since the panel did agree to release money for 215.5 new positions after an appeal from the chancellor of the Madison campus and other university officials. They stressed that the university would miss chances to hire more faculty members from minority groups for academic 1988-89 if they were not given authority to offer them teaching contracts soon.

Not Seen as a Major Blow

They also noted that delays would hamper the university's ability to plan for new courses and to ease overcrowding—two issues that have aroused much concern among legislators.

The president of the university, Kenneth Shaw, said the action by the panel, the Legislature's Joint Finance Committee, was not a major blow to the system because the 25 positions for which money was withheld were not to be filled until January.

The Legislature gave the finance committee authority to release money for the positions when they were initially approved.

At the Madison campus, several fraternity incidents with racist overtones in the past year have heightened the university's interest in hiring more faculty members from minority groups.

"The spring is the time for making offers," said Michael Williamson, a spokesman for the chancellor's office in Madison. "It was extremely difficult to offer those positions when [money for the slots] legally had not been released" by the Legislature.

Offers to 15 Candidates

With the recruiting season essentially over, the Madison campus has offered faculty positions to 15 minority-group candidates. Administrators are still waiting for some of them to reply.

Mr. Shaw characterized the committee's vote as significant support for "quality education" because it allowed the addition of new positions at the same time the university was cutting the number of students.

Last year, in an effort to reduce overcrowding, the university system began a four-year effort that will gradually decrease overall enrollment by 7,000 students while adding a total of 341 faculty positions. The university added 100.5 of those positions this year.

Lawmakers said they were unhappy because the university had been slow to tighten rules that now allow students to drop courses well after the semester begins. The practice has caused some students to be shut out of popular or required courses even though the classes were ultimately not filled and some of the students who dropped the courses late in the semester received tuition refunds.

$6-Million Called Misleading

A legislative committee in charge of overseeing the use of state funds said the current policy cost the state about $6-million a year.

Mr. Shaw acknowledged that the rules needed to be improved, but said the $6-million figure was misleading. Even with a stricter system, he said, there still will be cases where the university must bear the cost of operating courses that are not filled to capacity because students drop them in mid-semester for legitimate reasons and then seek refunds.

The university intends to present a plan that would address legislators' concerns after it completes a study on its tuition policy in September. Mr. Shaw said the tuition- and course-enrollment issues were entwined and should be resolved together.

"We'll provide them with our best thinking," said Mr. Shaw. "Whether they're satisfied is hard to say."

—GOLDIE BLUMENSTYK

made tuition unpredictable. "With this system," he says, "you don't have a zero-per-cent increase one year and 25 the next. It takes much of the uncertainty out of the process."

Among the other major findings of the commissioners' opinions in the SHEEO study:

- The most common reasons for tuition increases were efforts at "quality improvement," increasing personnel costs, and declining state support.
- The most common pressures for keeping tuition low were efforts to insure that students, particularly minority students, could afford to attend the institutions; state traditions of low tuition; and opposition by student lobbying groups, governors, and legislators. (In only one state, Oklahoma, was the influence of Education Secretary Bennett cited.)
- Of most concern were costs of scientific equipment and computers, graduate programs, and the construction and renovation of buildings.
- The most popular ways to reduce costs were cooperative library and computing ventures, limited academic expansion, cooperative academic ventures between units, joint administrative and support services for academic units, and greater use of computer technology.

'People Resent Criticism'

Bruce M. Carnes, Deputy Under Secretary of Education, disputes the claims of state officials that the Education Department's much-publicized criticisms about tuition rates do not apply to most public colleges.

"The statements we have been making about tuition don't apply to all private colleges or to all public colleges, but they apply to some of each," he says.

He says he is not surprised that state officials have begun to react to the statements from Washington.

"Institutions that have these increases year after year have some answering to do. People tend to resent criticism, so I'm not surprised that people find themselves uncomfortable with it. But if the shoe fits, wear it," Mr. Carnes says.

He also strongly rejects arguments that the tuition rates at public colleges are largely beyond the control of college officials. "People are making decisions about purchases and prices. Those are decisions within institutions' power to make."

Adds Mr. Carnes: "No one said this was an easy job. If it were an easy job, the United States government itself wouldn't have such a difficult job meeting its budget. But just because you have a hard time balancing your budget doesn't mean you aren't rich."

Obligation to Limit Costs

State higher-education officials acknowledge that they have an obligation to limit costs. Some even say that college administrators analyze the tuition debate in a way designed to help them obtain more state funds.

"There are always institutions working with one eye on getting more from either the state or federal budget," says Clyde R. Ingle, commissioner of higher education in Indiana.

But even those like Mr. Ingle, who says that tuition at some public colleges is too high, argue that the problem has been overstated. "College is not free, but not many people are arguing for it to be free," he says. "It is affordable."

State officials say the tuition debate would be more productive if a clearer distinction were made between public institutions and the few private institutions with tuition fees that have provoked the outcry.

Richard Novak, assistant director of government relations at A.A.S.C.U., says: "The real charges on tuition have been leveled more at the private sector than the public sector, and you haven't heard that distinction made enough."

In addition, some state officials say it has become more difficult to defend and explain their tuition policies so that the public will understand that tuition increases may be appropriate for some institutions.

In Massachusetts, Franklyn G. Jenifer, chancellor of the Board of Regents, is backing a plan to raise tuition by about 8.5 per cent a year for the next five years so that resident students will eventually pay 30 per cent of the cost of instruction. (They now pay about 21 per cent.)

The plan has drawn sharp opposition from student leaders and some college presidents, and the proposal has been scaled back considerably from its original version.

Mr. Jenifer says such tuition increases can be justified. He dismisses criticisms that higher tuition would make it difficult for poor students to enroll at the state university, pointing out that the increases would be accompanied by new guarantees of student aid for disadvantaged students.

Different Philosophy in Illinois

"You can't look at our tuition policy without looking at our financial-aid policy," Mr. Jenifer says.

Low-tuition policies, he says, "provide tremendous subsidies for those in higher economic brackets" without providing the state universities with the funds they need either for financial aid or improvements in academic programs. "The costs of education are continuing to go up," he says. "If we are going to achieve excellence, we need some additional dollars."

In Illinois, state officials are considering a slightly different philosophy, but one that also is based on cultivating an acceptance of the need for tuition to rise. The state's Board of Higher Education is considering a plan to limit tuition increases to the rise in the Higher Education Price Index, a yardstick used to determine an inflation rate for higher education costs. It is calculated by D. Kent Halstead of Research Associates of Washington, a firm that conducts research on education-policy issues.

Robert A. Wallhaus, deputy director of the Illinois Board, says: "The idea is that students' share of the costs should parallel the increase in costs."

Others involved in state higher-education policy say they still advocate low tuition as the best possible approach.

"The posted price of tuition has a dramatic effect on people's perceptions about going to college," says Mr. McGuinness of the Education Commission of the States. "Even if you increase both student aid and tuition, it doesn't always fly, because the complexity of the student-aid process has become a barrier to participation."

Most states have kept tuition as low as possible, he says, "But what we're seeing with all the talk now is that perception can be nine-tenths of the game, which is why we have to explain what's going on," he says.

The SHEEO study on tuition is available for $4 from the State Higher Education Executive Officers, 1860 Lincoln Street, Denver 80295.

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